W 1 0 B

Pre-Junior Cycle Final Examination 2022

History

(Option B)

Common Level

Time – 2 hours

360 marks

Name:
School:
Address:
Class:
Teacher:

Instructions

There are **ten** questions in this paper.

Answer all questions.

Write your answers in blue or black pen.

Write your answers in the spaces provided in this booklet. There is space for extra work at the end of the booklet. Label any such extra work clearly with the question number and part.

Optional planning or rough work:

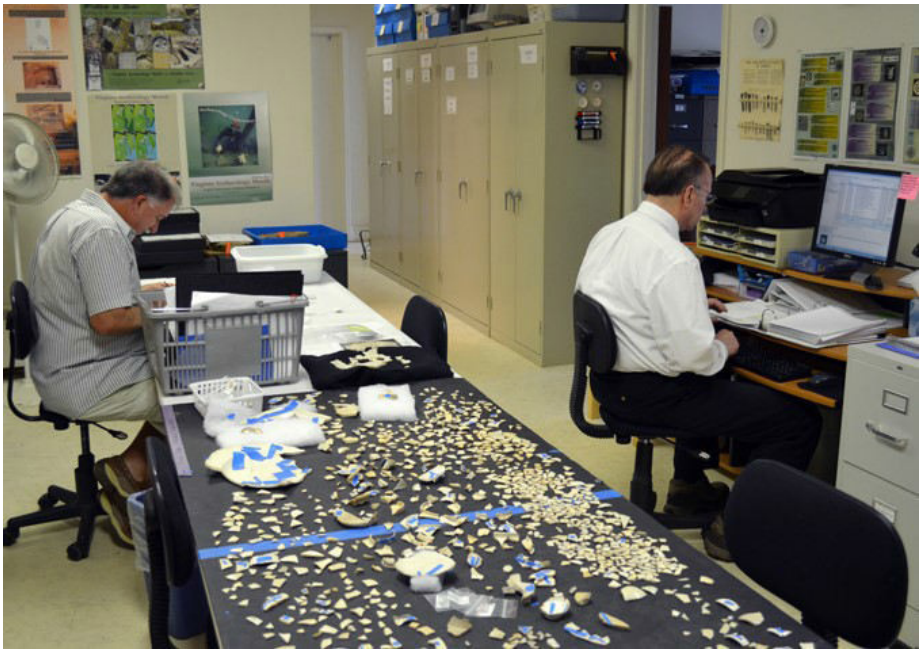
Question 1

Image 1 — an excavation of a Viking Longhouse unearthed in Iceland in 2020.

In June 2020, archaeologists in Iceland announced the discovery of a 130-foot-long (40m) longhouse that was built in the ninth century. It is one of the earliest Viking structures in Iceland to be discovered and has a lavish hoard of ornamental beads and coins archaeologists found.

The finds include Roman and Middle Eastern silver coins, as well as "hacksilver" — cut and bent pieces of silver that the Vikings and other peoples used as bullion or currency. The hoards also contained glass beads, rings, weights and a tiny fragments of gold. The Vikings who lived there may have acquired the goods by trading whale and seal meat and skins for them.

Image 2 — scientists working in a lab analysing artefacts found during the dig mentioned above.



(a) How can you tell from Image 1 above that there was a house built on the site?

I can tell there was a house built on this site because I can see the remains of the straight outer walls of the building in the image.

(b) Explain how archaeologists use aerial photography to help them identify potential sites for a dig.

Archaeologists use aerial photography to find sites by observing from above. They look for irregular growth patterns on the earth which can indicate the possibility something being present under the ground.

(c) What can the patterns in Image 1 tell us about the type of dwellings that Viking settlers built in Iceland in the 9th century?

The patterns in the image can tell us that these buildings are well planned and designed in a particular style. There is evidence that the building was divided into rooms, which might imply that this building could house many people.

(d) Name and explain two pieces of equipment that archaeologists could have used in the dig as seen in Image 1.

A digger could have been used to remove the topsoil (grass layer). A trowel could have been used to dig in small areas to avoid damaging fragile artefacts

(e) According to the archaeologists, what was found at the site that would indicate that the settlers were wealthy?

The finds included Roman and Middle Eastern silver coins and 'hacksilver' used as Viking currency, as well as glass beads, rings and gold fragments, which might indicate that they were wealthy.

(f) How do you know from the evidence above that these settlers traded with people in other countries?

The Vikings may have acquired the goods by trading whale and seal meat and skins. The fact that some of the coins come from very distant places would imply that Vikings traded with people in other countries.

(g) Identify and explain two methods archaeologists and scientists can use to accurately date artefacts found during an archaeological dig.

Stratigraphy – archaeologists can figure out how old an artefact is by establishing how deep in the ground the object is. Dendrochronology, also called tree ring dating, is used to date timber items. It is done by counting the rings on a tree that has been cut and then matching the patterns to a known age or time period.

(h) Image 2 shows scientists working in a lab examining archaeological evidence. Explain why this is a very important contribution to our historical understanding of the past.

It is important to study evidence in a laboratory because archaeologists can use methods like DNA testing and can examine bones in order to find out more about the origins of the people, what they looked like, how they lived and how they died. They can use 3D reconstruction using computer modelling to reconstruct faces based on the skull to see what a person looked like. These methods contribute to our historical understanding of the past by revealing detailed information about people and how they lived in the past.

Question 2

Image 1 shows a person being punished in a pillory.

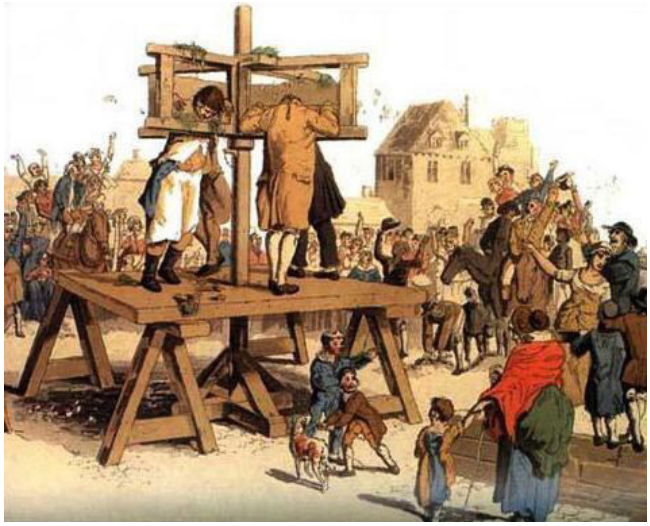


Image 2 shows a person being 'racked' on a wheel.

Medieval Crime

There were different types of medieval crimes. Theft was very common as people were mostly poor, although stealing of valuable and less valuable items had different kinds of punishments. Vagrancy was also considered a crime during the Middle Ages as it was against the law to be a homeless or a jobless person. The gossip of women was also a type of crime. People not working hard, cheating on one's spouse and being drunk and disorderly were also considered to be punishable medieval crimes. Murder was also a very common crime in medieval times, high treason, heresy and witchcraft were also the types of crime that had strict punishments.

Medieval Punishment

Different types of punishments were awarded for different types of crimes. For theft, the punishment was extra work and fines or the hands of the guilty were cut off. Murderers were given the death penalty by hanging or beheading. Flogging was the punishment for people not working hard enough, whereas the people accused of cheating and drunkenness were put in the stocks or pillory. The stocks held people's ankles, whereas the pillory held their heads and wrists. The punishment for women's gossip was the scold's bridle. The punishment of high treason was very severe as the culprit was hung and cut down while he was still alive. Then he was beheaded and his body hacked into four quarters, which were then sent to different cities throughout the realm and put on public display. The punishment for heresy was banishment if the culprit repented and being burnt at the stake if they did not repent. The punishment for witchcraft was strangulation, whereas in the case of serious offenses witches were also burned at the stake.

(a) What is a pillory and why do you think the person depicted in Image 1 is being punished publicly?

The pillory was a medieval torture method. It was a wooden framework with holes for the head and hands. People were kept in a pillory and then exposed to public abuse in order to humiliate and hurt them.

(b) What is 'racking' as depicted in Image 2, and why do you think the person in Image 2 is being 'racked'?

'Racking' was a method of torture designed to stretch the victim's body and dislocate their limbs. It is likely that the person being 'racked' here is required to make a confession or admit to a crime they committed.

(c) According to the information above, what were the two most common crimes in Medieval times?

According to the text, the two most common crimes in Medieval times were theft and murder.

(d) For what crimes were people put in the stocks and pillory?

People were put in the stocks and pillory if they had been 'accused of cheating and drunkenness'.

(e) In your opinion and based on the images and information above, what was the most severe punishment during Medieval times? Give a reason for your answer.

In my opinion, the most severe punishment was 'racking' because it would have been so painful and damaging to the person being punished. It is very likely it would have resulted in the disfigurement, deformity or death of the person too.

(f) For what crimes were people executed according to the sources above?

People were executed for murder 'hanging or beheading', high treason 'hanging', and witchcraft 'burned at the stake'.

(g) Explain why punishments for crimes were so severe during Medieval times. Give **two** reasons for your answer.

Medieval punishments were very severe for several reasons. It was believed that the best way to keep order was to ensure that people feared the punishments given for crimes committed. Those in charge of law and order believed that people would only learn how to behave properly if they were afraid of the consequences if they broke the law, even for smaller offences.

(h) Other than crime, name and explain **two** dangers that people living in Medieval towns would have experienced.

People living in Medieval towns would have had to deal with dangers like disease. Rubbish and waste were thrown into the street and so it was very unhygienic. Many diseases, such as typhoid and leprosy were common. Another danger facing people in towns was the threat of their homes going on fire. Houses were made from wood which meant a greater threat of fire. Curfews were put in place, so all fires had to be put out after dark.

Question 3

Image 1 shows drawings of human anatomy by the Italian artist Leonardo da Vinci.

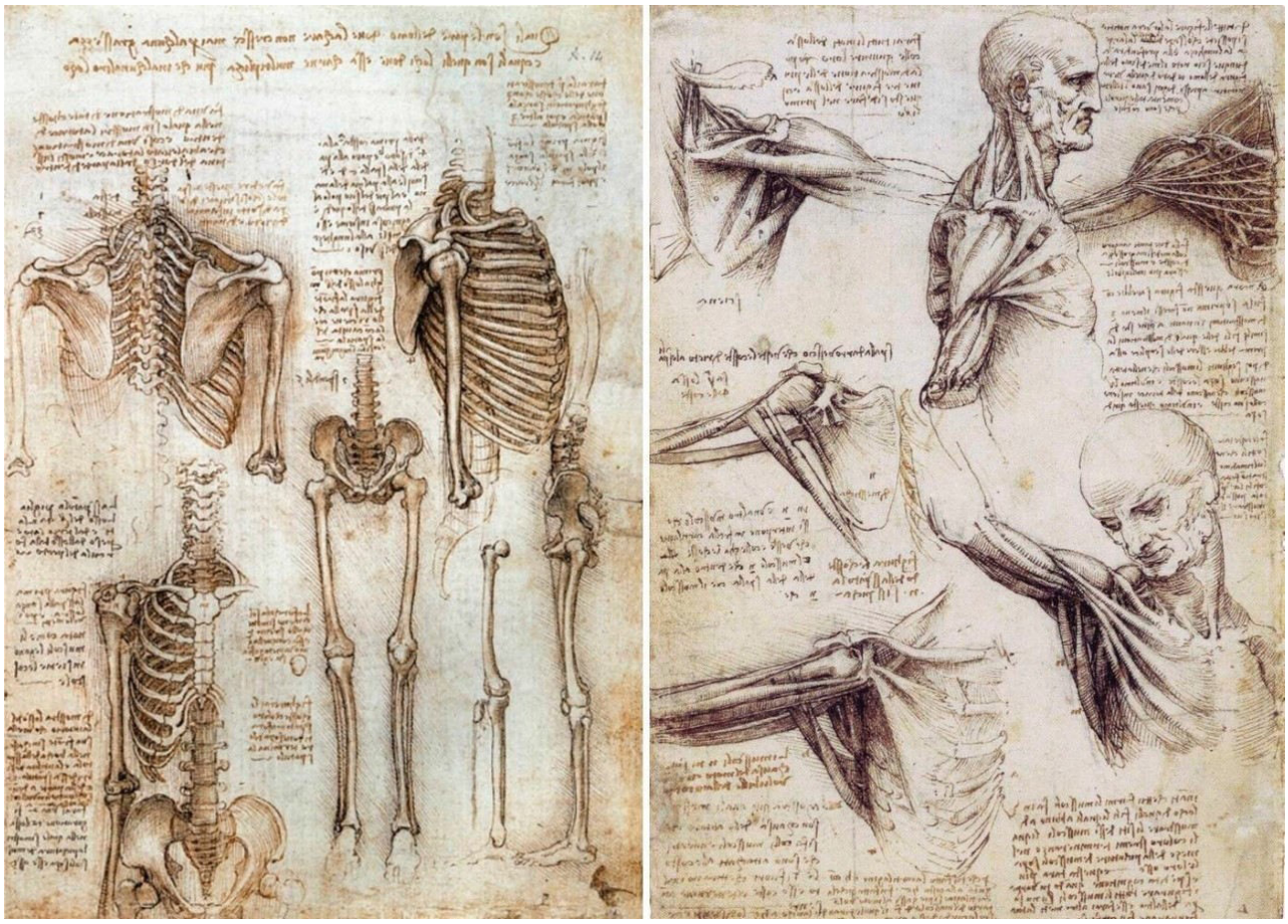
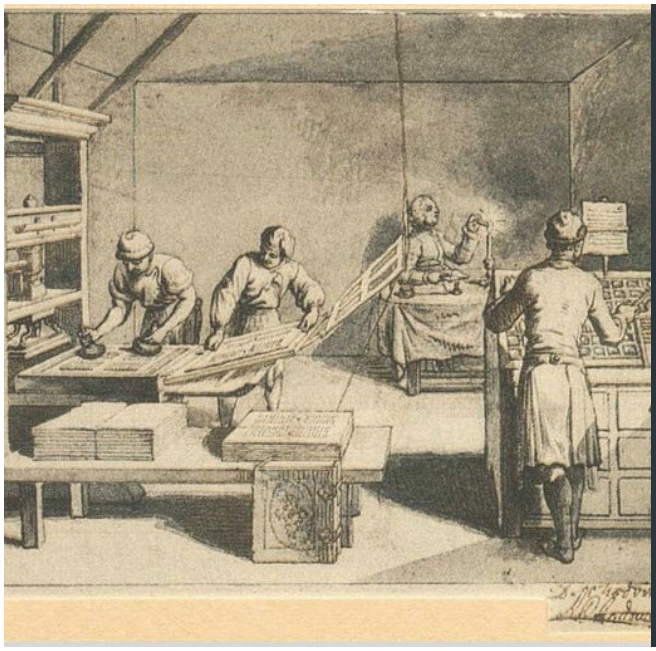


Image 2 shows the working and explains the impact of the printing press upon medical science during the Renaissance.



THE PRINTING PRESS

FOR THOUSANDS OF YEARS BEFORE THE INVENTION OF THE PRINTING PRESS, MEDICAL INFORMATION WAS WRITTEN BY HAND. OTHER INFORMATION WAS PASSED ON VERBALLY, BUT THIS MADE IT DIFFICULT TO REMEMBER. DISTRIBUTING MEDICAL INFORMATION WAS FOR THIS REASON INCREDIBLY SLOW.

AFTER THE INVENTION OF THE PRINTING PRESS AROUND 1440, HOWEVER, MEDICAL TEXTS, ESPECIALLY CLASSICAL WORKS BY HIPPOCRATES, GALEN AND ARISTOTLE, WERE REPRODUCED FASTER AND MORE ACCURATELY. THIS INVENTION ALLOWED NEW MEDICAL IDEAS AND INFORMATION TO SPREAD MORE QUICKLY AROUND EUROPE AND, AS A RESULT, MEDICAL SCIENCE AND PRACTICE RAPIDLY PROGRESSED.

The Renaissance led to renewed interest in the knowledge of the ancient Greeks and Romans, whose medical books could now be spread easily with the invention of the mechanical printing press from 1440 onwards.

The voyages of discovery of Christopher Columbus from 1492 brought new plants for herbal remedies as well as tobacco. Renaissance artists, such as Michelangelo and Leonardo da Vinci, studied the human body closely to replicate it in art, which helped further medical knowledge.

However, these ideas also **encouraged people to think for themselves** and soon they began **to challenge old ideas**, e.g., the teachings of Hippocrates and Galen.

- Doctors such as Andreas Vesalius and William Harvey began to experiment and to develop new ideas about anatomy and the circulation of blood.
- The invention of printing meant that medical textbooks, with accurate sketches of the human body, could now be produced more cheaply and this helped ideas to spread rapidly.
- New weapons, e.g. gunpowder, forced battlefield doctors to think about new ways to treat wounds.

(a) How could drawings like Leonardo da Vinci's depicted in Image 1 be useful for doctors and those treating illness during the Renaissance?

Drawings like this could be useful to doctors as they reveal a lot of information about human anatomy, bones and muscles. This could help doctors to learn more about the human body and how it works, and help them to treat medical issues more effectively.

(b) How did Leonardo da Vinci complete such detailed drawings of the human body?

Da Vinci completed detailed drawings of the human body by performing dissections of dead bodies and sketching what he observed in detail.

(c) Why was the spread of medical science and other information slow before the invention of the printing press?

It was slow because ideas did not travel fast or far before the printing press. Texts had to be copied by hand, which was time-consuming. Less people could read and write before the invention of the printing press which meant that knowledge and ideas too were slower to spread.

(d) How did the invention of the printing press help information spread much faster?

The printing press made it possible to cheaply and quickly produce many copies of texts.
Literacy increased and became much more widespread meaning more people could
access information. It spread great works of literature and ideas.

(e) Who invented the printing press? Briefly explain how the printing press works.

In about 1450, a German, Johann Gutenberg, invented a system known as 'movable
metal type'. The metal letters were arranged in trays to make up the words and lines of
text, inked and put on the press. The first book printed was the Bible. Gutenberg's
system soon became copied all over Europe.

(f) Explain **two** impacts of the printing press upon medical science.

Medical science books could be produced cheaply and more quickly so that doctors
could increase their knowledge about healthcare and medicine. It became more difficult
to make current medical ideas disappear so doctors could stay up to date with the latest
medical information.

(g) Apart from medicine, write a detailed account of developments in one of the following during the Renaissance: art; architecture; science/astronomy; or writing

Architecture: Many architects began to base their designs on the remains of ancient
Roman villas. Much of their style was taken from Ancient Rome and Greece and then
altered to fit their lifestyle. The use of domes, arches, and columns became popular.
Fillipo Brunelleschi is remembered as the talented engineer behind the Florence
Cathedral's dome. As well as being an architect, he was an engineer, a sculptor and a
mathematician. He studied a book of designs by the Roman architect Vitruvius Pollio. He
was awarded the job of building a dome for the cathedral in Florence; no one had built a
dome like this in Europe for 1,500 years. It took 16 years to complete, and 100 years
later Michelangelo based his design for the dome of St Peter's Basilica in Rome on it.

Question 4

From your knowledge of life during the 16th and 17th centuries in Europe, write a detailed account of the life and/or contribution(s) of a religious reformer.

In your answer you may consider including some of the following:

- Impact of the Renaissance/Printing Press on learning and ideas
- The power and influence of the Pope/Catholic Church
- Causes of religious disagreement
- Personal reasons for objecting to the actions of the Church
- Changes recommended by the reformer
- Political, social and religious impact of the reformer's actions

Chosen religious reformer: Martin Luther

Luther was born in Saxony in Germany in 1483. He became a lawyer, but in 1505, decided to join the Augustinian monks. In 1510, he went to Rome for the first time and was shocked by the lives the Church leaders were leading. Justification by faith alone was the first major point that Luther made. This meant that only by your actions could it be decided whether you went to Heaven.

In 1517, a Dominican Friar named Johann Tetzel was in Germany, selling indulgences. Luther was furious and he wrote a sheet with 95 reasons that the sale of indulgences was wrong. It was called the '95 Theses', and he stuck it up on the door of a church in Wittenberg in Germany.

Pope Leo X first sent John Eck to debate Luther, and after that failed, he sent Luther a letter called a Papal Bull, which stated that if Luther did not take back his statements, he would be excommunicated from the Catholic Church. Luther burned the Pope's letter in public in 1521.

Luther believed that there were only two sacraments, Baptism and the Eucharist; that the Bible was the only rulebook that people should follow; that priests should be able to marry; that justification by faith alone got you into Heaven; and that mass should be in the language of the people (the vernacular).

In Germany in 1521, a special meeting of the German princes called by King Charles V was held to discuss Luther and his beliefs. Luther refused to take back his beliefs. This meeting was known as the Diet of Worms. Each prince was allowed to decide for his own area.

The Protestant religion began, also to be called Lutheranism. Lutheranism. Luther escaped with Prince Frederick to Saxony, where he would continue writing about his beliefs until he died in 1546. Many princes agreed with Luther, which led to religious wars in Germany that would continue until the Peace of Augsburg in 1555.

over the next 100 years, different variations of Luther's ideas would spread to countries all over Europe, leading to a reaction from the Catholic church called the Counter-Reformation, and the conversion of many parts of the world to the Protestant religion, many of which remain so to this day.

Question 5

Advice given to King Henry VIII by Thomas Howard, Earl of Surrey, in 1521 on the conquest of Ireland.

In my poor opinion, this land shall never be brought to good order except by conquest and in this manner:

First, provide the army, which your Grace will have there, with money until conquest be perfected.

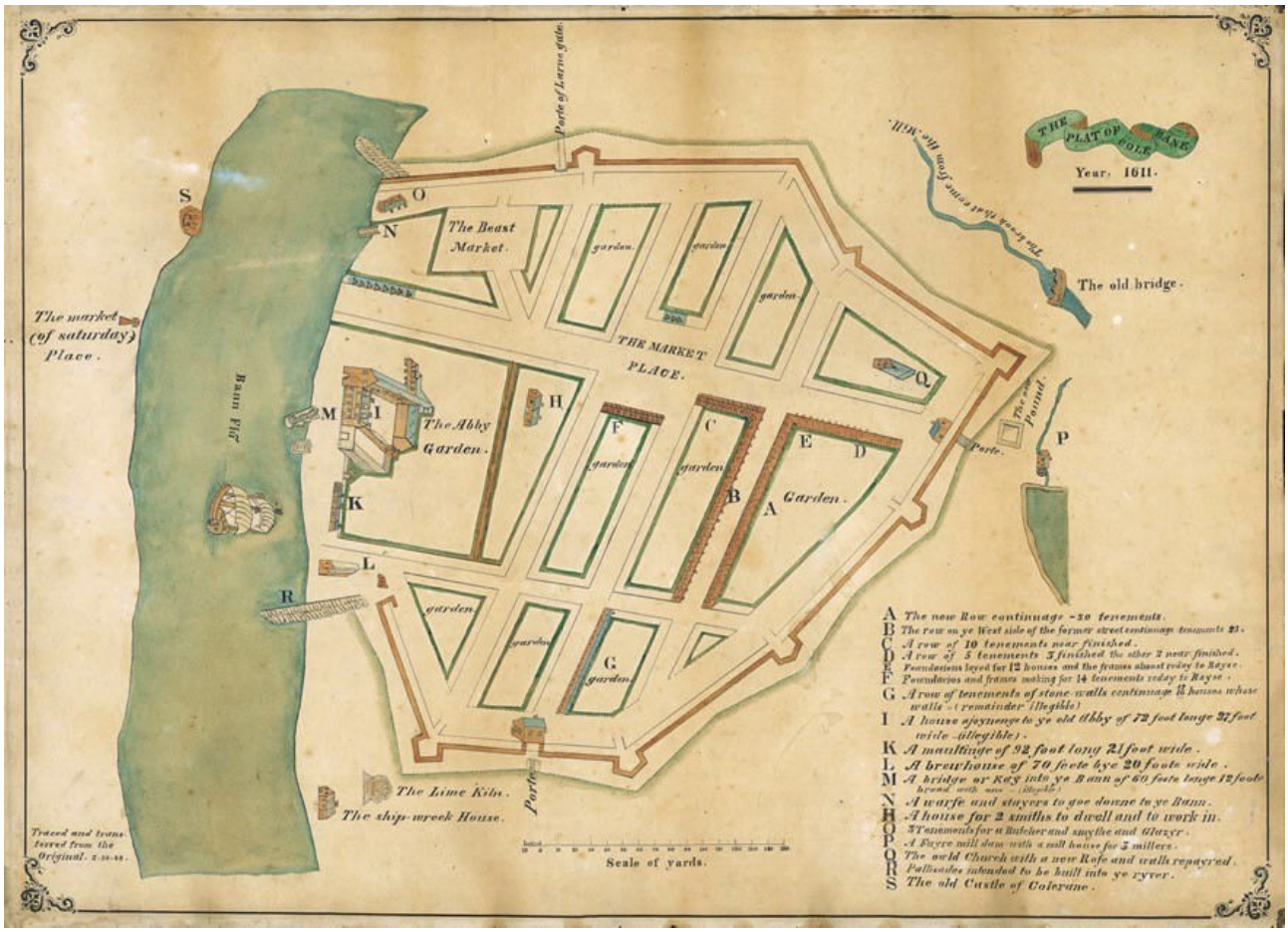
Secondly, provide the army with food, ordnance, artillery and all other stuff that must be needed in the building of strong fortresses.

Thirdly, unless your Grace send inhabitants, of your own subjects, to inhabit such land as shall be won, all your efforts should be but wastefully spent.

For if this country's people are allowed to inhabit the land, undoubtedly they would return to their old ill-rooted customs.

Source: Eyewitness to Irish History. Peter Berresford Ellis, pp. 51-53.

Image 1 shows a plan for a Plantation town built during the Plantation of Ulster.


THE PLAT OF THE TOWNE OF COLERAINE
Year. 1611.
The old bridge.
The Beast Market.
garden.
THE MARKET PLACE.
The market (of saturday) Place.
Bann Flat.
The Abby Garden.
Garden.
The Lime Kiln.
The ship-wreck House.
Scale of yards.
A The new Row continuage 20 tenements.
B The row on ye West side of the former street continuage tenements 21.
C A row of 10 tenements near finished.
D A row of 5 tenements 3 finished the other 2 near finished.
E Foundations layed for 12 houses and the frames almost ready to Reyse.
F Foundacions and frames making for 14 tenements redey to Reyse.
G A row of tenements of stone walls continuage 18 houses whose walls (remainder illegible)
I A house ajoyneing to ye old Abby of 72 foot longe 21 foot wide (illegible).
K A maultinge of 32 foot long 21 foot wide.
L A brewhouse of 70 foote lye 20 foote wide.
M A bridge or Key into ye Bann of 60 foote longe 12 foote broad with one (illegible)
N A warfe and stayeres to goe downe to ye Bann.
O A house for 2 smiths to dwell and to work in.
P Tenements for a Butcher and smythe and Glazyr.
Q A Reyre mill dam with a mill house for 2 millers.
R The auld Church with a new Rofe and walls repayred.
S Pallisadoes intended to be built into ye ryver.
The old Castle of Coleraine.

(a) Mention one resource King Henry VIII is advised to give the army.

The King is advised to give the army money 'until the conquest be perfected' and food, ordnance, artillery and 'all other stuff that must be needed in the building of strong fortresses.

(b) Name and explain one method that King Henry VIII had used to subdue Ireland before he considered plantation.

The method used to subdue Ireland was surrender and regrant. If a Gaelic lord surrendered lands to the king, and swore loyalty to the Crown, he was allowed to remain on his lands.

(c) Why do you think it was necessary to build strong fortresses?

It was necessary to build strong fortresses in order to defend the settlement from the Gaelic Irish who would often attack.

(d) Suggest two Gaelic customs that King Henry VIII might consider 'ill-rooted.'

Two ill-rooted customs might be obeying and following brehon law and speaking the Irish language.

(e) Name one British ruler and one plantation that he/she carried out in Ireland.

one British ruler was King James I and the plantation was the plantation of Ulster.

(f) From Image 1 above, give one piece of evidence to show that the town was planned, well-developed and wealthy.

This town was well planned, developed and wealthy. I can see a marketplace and beast market which indicates that trading of goods happened in this town, and this implies that it was wealthy. It is well planned as I can identify wide straight streets. There are defensive walls which have been built to protect the town which show good planning too.

(g) From Image 1, identify two features which provide evidence that it was a plantation town.

Two features which provide evidence that it was a plantation town is the central
marketplace and the wide straight streets in the town.

(h) Give two reasons why British rulers decided to build fortified towns during later plantations.

They did this in order to offer protection to the people living in the towns. They fortified
the towns in order to defend the settlements from the Gaelic Irish who might attempt
to raid.

(i) Give a brief overview of how the local Irish reacted to the British policy of Plantation in Ireland.

Lands of Catholic Gaelic Clans were taken over by Protestant British Planters. The local
Irish reacted to the British policy of Plantation in Ireland with anger and mistrust. There
was violence between the two sides as the Gaelic Irish felt undermined having had their
land taken from them. Some loyal native Irish, however, who had stayed loyal to the
English in the Nine Years War were given estates in the Plantations.

(j) Write a detailed account on the impact of the Plantation of Ulster on identity and religion.

The Gaelic Irish language and culture declined sharply, and Brehon law was replaced
with English Common law. English farming methods replaced the Gaelic methods in
many areas as tillage farming increased. The was a growth of plantation towns, e.g.,
Derry. Gaelic-style houses stayed outside the walls, usually on poorer quality land.
Anger and mistrust between Catholics and Protestants grew more violent over the next
few centuries, developing into the Troubles in the twentieth century.

Question 6

Image 1 depicts a battle between British crown forces and Irish Rebels during the 1798 rebellion in Ireland.

Image 2 shows the major battle sites in County Wexford during the 1798 Rebellion.

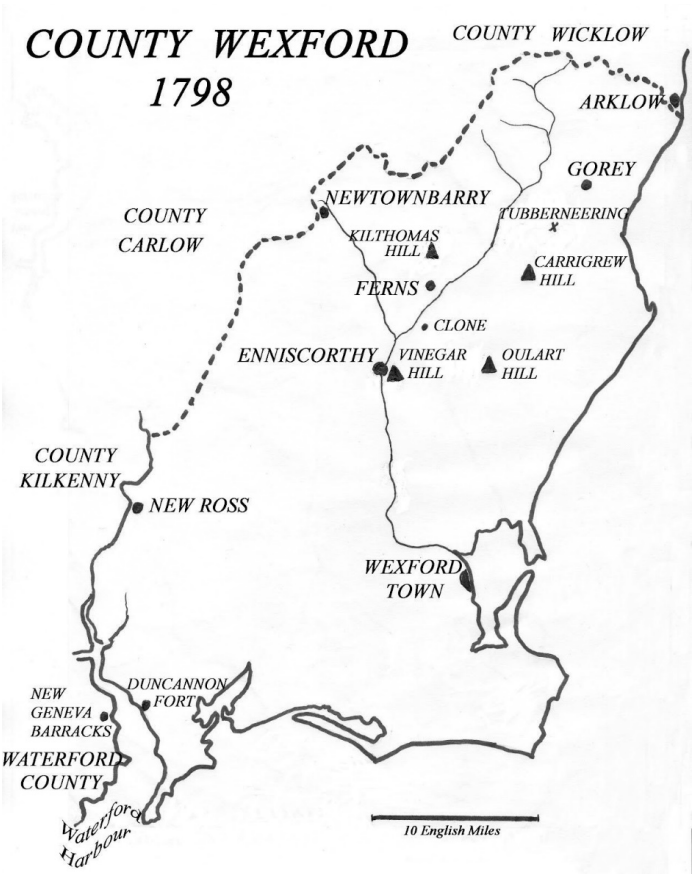


Image 3 is an artist's interpretation of events at the village of Scullabogue, Co. Wexford during the 1798 Rebellion.

Source 1 is an *extract from a speech by Wolfe Tone, 1798.*

From my earliest youth. I have regarded the connection between Ireland and Great Britain as the curse of the Irish nation; felt convinced that, whilst it lasted, this country could never be free or happy. I determined to apply all the powers, which my individual efforts could move, in order to separate the two countries. That Ireland was not able, of herself, to throw off the yoke, I knew. I therefore sought for aid, wherever it was to be found. Under the flag of the French Republic, I sought to save and liberate my own country.

(a) Identify one piece of evidence from Image 1 to show that the Irish rebels were no match for the British army.

The Irish rebels were no match for the British Army because they had better military equipment like cannons to attack.

(b) What was the name of the organisation that organised the Irish Rebellion of 1798?

The organisation that organised the Irish Rebellion was the Society of United Irishmen.

(c) Name and explain two aims of the Irish Rebels in 1798.

Two aims of the Rebels in 1798 were that they hoped to bring about reform of the Irish Parliament and they wanted to create a new democracy that treated Irish men equally.

(d) Based on your study of Image 2, what does the map of Wexford tell you about the planning and execution of the Rebellion in 1798?

The United Irishmen were very organised and successful in this county, but it was also quite divided in terms of religion. This map shows me that Co. Wexford had many planned battles and conflicts during the Rebellion.

(e) Why are the Rebels at Scullabogue burning and attacking the people as depicted in Image 3?

They are burning and attacking the people because they are Protestants.

(f) What impact did the events depicted in Image 3 have upon the religious divide in Ireland?

It increased the religious divide and made it difficult for those with relgious differences to trust one another.

(g) In Source 1 above, what does Wolfe Tone consider to be the 'curse of the Irish Nation?'

The connection between Ireland and Great Britain.

(h) Give two reasons why Wolfe Tone sought help from France.

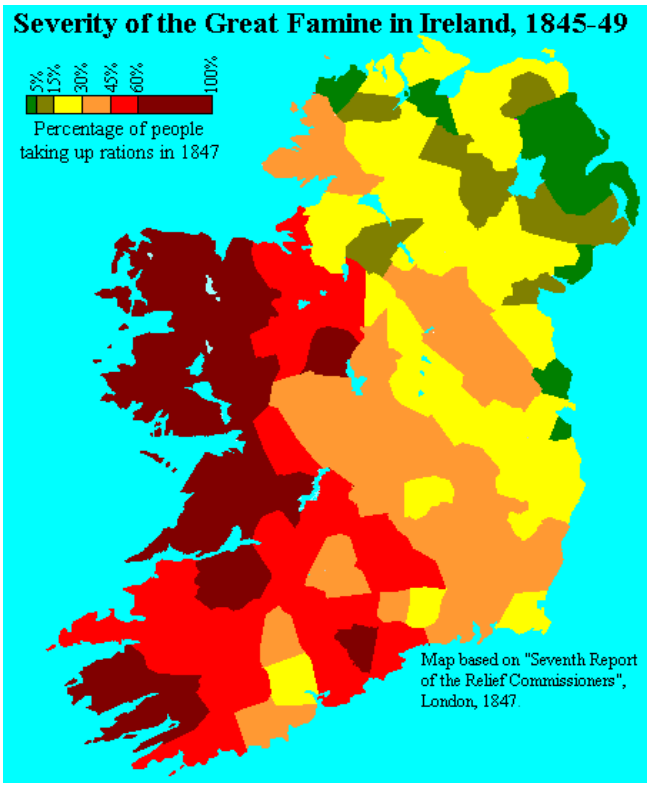
Wolfe Tone sought help from France because Tone was very influenced by the French
Revolution, and he realised that the French were likely to provide military assistance to
the Irish in the Rebellion.

(i) Write an account on the reasons for the failure of the 1798 Rebellion in Ireland and the impact of this failure upon Ireland.

The 1798 Rebellion failed because the government was able to arrest many of the rebel
leaders. The rebels used weapons like pikes, but the government forces used cannons.
The leaders were captured and hanged. The French arrived too late in Mayo and were
defeated with the rebels in the Battle of Ballinamuck. Finally, Tone was captured and
imprisoned in Dublin where he later died. The 1798 Rebellion led to a growth of
sectarianism in Ireland and later, the Act of Union. But the rebels' ideas would inspire
later rebellions in Ireland like the 1916 Rising.

Question 7

Source 1 shows the impact of the Famine in Ireland based on the percentage of people accepting rations in the year 1847.

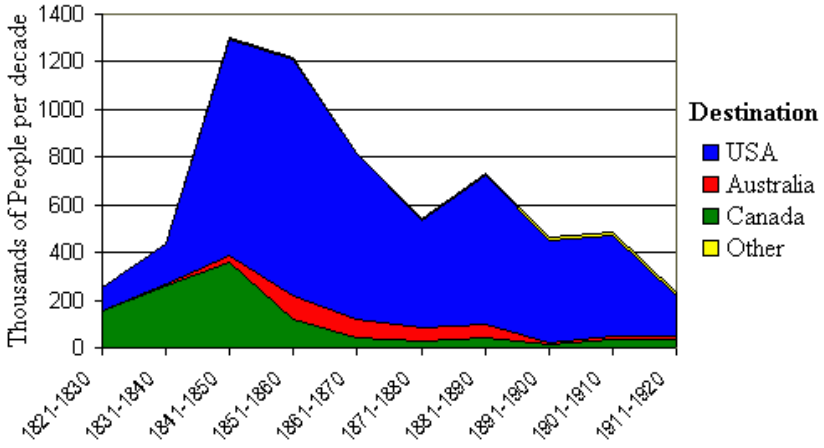


Source 2 below is an account of the Famine in West Cork.

Mairéad Ni Dhonnabháin, b. 1866, Drimoleague, Co Cork.

As a result of the Famine, many families were broken up. This was in a good way due to the tempting offers to emigrate. This was what was called 'Free Emigration'. Everyone who left paid a pound and the English government paid the rest. This was freely accepted for years after the Famine, with the result that it was always the young members of the family that left. When they became well-off they persuaded the parents to go. It was usually to America or Australia they emigrated. It often happened in the poor mountainous districts of West Cork that only the aged parents were left to keep the little homestead. They were often unable to pay the rent, except they got help from across and the result was that evictions were numerous. The most of the landlords were of no help to the suffering people. They oftentimes took from them the solitary cow or goat which was their sole support. If a family was suspected of receiving money from America the rent was sure to be raised, so the poor people got no chance anyway.

Source 3 below is a graph showing the Destination of Overseas Emigrants from Ireland 1821 to 1920



(a) Name and explain two causes of the Irish Famine of the 1840s.

The Subdivision of land: Farmers divided their land and distributed it to their sons. This made farms smaller and farmers poorer. An over-reliance on potatoes: The huge dependence on farming and potatoes as the primary source of food made poorer people vulnerable.

(b) From your study of Source 1 above, give two reasons why the west of Ireland was impacted more by the Famine than other parts of the country.

The west of Ireland was more rural and there were fewer urban centres which could have provided alternative food for the people. People in the west of Ireland relied on the potato more as the main agricultural crop which made them more vulnerable during the Famine.

(c) Why were the areas around Belfast and Dublin least impacted by the Famine?

The areas around Belfast and Dublin were urban centres which had better access to a variety of food sources, and they were less reliant on the potato.

(d) According to the Source 2 above, mention two effects of emigration on the people of West Cork.

As a result of emigration, 'many families were broken up' because young members of the family moved abroad in order to seek work in the USA and Australia and a better life. Elderly parents left behind could not afford to pay the rent and many were evicted from their homes by the landlords.

(e) Why do you think the English government supported the policy of 'free emigration?'

The English might have supported this policy because it might have allowed them to control the smaller and older Irish population more easily.

(f) Why were the landlords of little help to the people of West Cork?

The landlords were little help to the people of West Cork because they did nothing to ease their suffering. They evicted tenants and 'oftentimes took from them the solitary cow or goat'. They would raise rents if the family was receiving money from family members who had emigrated.

(g) Why was North America the most popular destination for emigration as seen in the graph in Source 3 above?

It was a popular destination because it was considered a place that provided job opportunities and a chance to improve the lives of those who emigrated.

(h) Write an account on the impact of mass emigration from Ireland (the diaspora) upon Ireland and/or the world.

Mass emigration created an Irish diaspora due to the fact the people migrated to the USA, Australia and Britain in very large numbers. By the end of the 1840s, for example, there were 650,000 Irish living in New York. As Irish migrants settled, many brought their families to join them, and sons and daughters unlikely to inherit sought work in these other countries. By 1890, two out of every five Irish-born people were living abroad. Many of the Irish diaspora prospered over the decades that passed, and as they did, many wanted to contribute to the development and welfare of Ireland.

Question 8

Source 1: is an extract from "Wonder Weapons and Slave Labour" by Michael Neufeld, an account of the use of Jewish slave labour to build the German V-2 ballistic missile at the end of World War 2.

V-2 assembly at the underground Mittelwerk ("Central Works") in north-central Germany is by far the best-known case of forced labor to build Nazi Germany's weapons. Following the British Royal Air Force's massive raid on the Peenemünde rocket development facility on the Baltic in August 1943, Hitler ordered that V-2 production move underground. Within days, the decision was made to repurpose an old mine outside Nordhausen that was being used as a strategic storage dump for oil products and chemical weapons. By the end of August, a "work commando" of prisoners from the Buchenwald SS concentration camp was sent to the tunnels. They became the core of the new Dora sub-camp. Their first task was to remove the storage tanks and other equipment and start blasting to extend one of the two parallel main tunnels all the way through Kohnstein mountain (the other was already finished). In the autumn and winter of 1943/44, that quickly became a hell on Earth.

Since missile production was an urgent national priority and prisoner health and safety were irrelevant, no importance was placed on building an above-ground barracks camp. The prisoners were housed in improvised "sleeping tunnels" with rows of bunk beds. Barrels cut in half with a board on top of them were used as toilets. Blasting went on day and night, filling the living area with dust. Starvation and bad hygiene exacerbated outbreaks of diarrhea and typhoid fever. Guards shot or beat to death prisoners who couldn't keep up. By the end of the winter, 3,000 prisoners had died, and another 3,000 ill or dying were shipped off to certain death in other concentration camps. Detainees accused of sabotage, rightly or wrongly, were hung on the roll-call square of the barracks camp outside the south entrances to the tunnels, which is where the survivors moved in spring 1944.

It is estimated that 20,000 to 25,000 detainees died in the Mittelbau camp system, out of 60,000 sent there. Since the missile caused a bit over 5,000 Allied deaths, primarily in London and Antwerp, that made the rocket a unique weapon: twice as many died producing it (or building the factory to produce it) than being hit by it. And the 10,000 figure is only for Mittelbau-Dora—concentration camp prisoners were used in many parts of the V-2 rocket programme, including Peenemünde itself.

Source 2: The below account is an eyewitness account by 9-year-old Lothar of the RAF bombing of Dresden on 13th February 1945. It is now widely accepted that the bombing of Dresden was in retaliation for the German use of V-2 rockets upon civilian targets.

About 9:30pm the alarm was given. We children knew that sound and got up and dressed quickly, to hurry downstairs into our cellar which we used as an air raid shelter. My older sister and I carried my baby twin sisters, my mother carried a little suitcase and the bottles with milk for our babies. On the radio we heard with great horror the news: "Attention, a great air raid will come over our town!"

Some minutes later we heard a horrible noise — the bombers. There were nonstop explosions. Our cellar was filled with fire and smoke and was damaged, the lights went out and wounded people shouted dreadfully. In great fear we struggled to leave this cellar. My mother and my older sister carried the big basket in which the twins were lain. With one hand I grasped my younger sister and with the other I grasped the coat of my mother.

We did not recognise our street any more. Fire, only fire wherever we looked. Our 4th floor did not exist anymore. The broken remains of our house were burning. On the streets there were burning vehicles and carts with refugees, people, horses, all of them screaming and shouting in fear of death. I saw hurt women, children, old people searching a way through ruins and flames.

We fled into another cellar overcrowded with injured and distraught men, women and children shouting, crying and praying. No light except some electric torches. And then suddenly the second raid began. This shelter was hit too, and so we fled through cellar after cellar. Many, so many, desperate people came in from the streets. It is not possible to describe! Explosion after explosion. It was beyond belief, worse than the blackest nightmare. So many people were horribly burnt and injured. It became more and more difficult to breathe. It was dark and all of us tried to leave this cellar with inconceivable panic. Dead and dying people were trampled upon, luggage was left or snatched up out of our hands by rescuers. The basket with our twins covered with wet cloths was snatched up out of my mother's hands and we were pushed upstairs by the people behind us. We saw the burning street, the falling ruins and the terrible firestorm. My mother covered us with wet blankets and coats she found in a water tub.

We saw terrible things: cremated adults shrunk to the size of small children, pieces of arms and legs, dead people, whole families burnt to death, burning people ran to and fro, burnt coaches filled with civilian refugees, dead rescuers and soldiers, many were calling and looking for their children and families, and fire everywhere, everywhere fire, and all the time the hot wind of the firestorm threw people back into the burning houses they were trying to escape from.

I cannot forget these terrible details. I can never forget them.

(a) According to source 1 above, why did Hitler want rocket production moved underground?

Hitler wanted rocket production moved underground because the British RAF had raided the Peenemunde rocket development facility on the Baltic.

(b) What was the initial task of the workers from the Dora sub-camp?

The initial task was to remove the storage tanks and other equipment and start blasting to extend one of the two parallel main tunnels all the way through Kohnstein mountain.

(c) Describe the conditions that the workers had to endure at the rocket production facility.

The conditions at the rocket production facility were not good. Health and safety were 'irrelevant'. The prisoners slept in 'sleeping tunnels' with rows of bunk beds. Barrels were used as toilets. Starvation and bad hygiene made outbreaks of disease and illnesses more common. Guards shot or beat prisoners to death.

(d) What was the human cost of the V-2 rocket programme according to the author of Source 1?

The human cost of the v-2 rocket programme was a high death toll. In the Mittelbau camp, for example, about 20 – 25,000 died. Twice as many died producing the V-2 than being hit by it.

(e) From Source 2, why do you think that the bombing raid on Dresden took place at 9:30pm?

I think it took place at this time so that the bombers could attack civilians in their homes as they were more likely to be there at 9.30 p.m.

(f) Describe the view that Lothar found of his street when they first emerged from the cellar.

He did not recognise the street anymore. There was fire everywhere. The 4th floor of the building no longer existed. The broken remains of the house were burning. There were burning vehicles and carts with people and horses, and they were all screaming in fear of death.

(g) What impact did the bombing of Dresden have upon the people of the city according to Lothar's account in Source 2?

It had a terrible impact on the people of Dresden. They would never be able to forget the horrendous and disturbing details they saw and experienced, e.g., pieces of arms and legs, whole families burnt to death, and fire everywhere.

(h) Both sides in the war used rockets and bombing raids on civilian populations. Why do you think they used this policy? Give one reason for your answer.

This policy was strategically used in order to target large numbers of people within a short time frame, and to cause as much destruction and death as possible. It would also have been used to destroy the morale of the people.

(i) Write an account on what life was like for a Jewish person living in Nazi Germany during the 1930s/40s.

Jewish people living in Nazi Germany in the 1930s and 1940s were persecuted. In the arly stages, e the Nazis banned them from universities and parks and prevented them from working in government jobs. Hitler encouraged the German people to boycott Jewish doctors and lawyers. In 1935, Hitler introduced the Nuremburg laws. The laws said that: i) a Jew could not become a German citizen; ii) a Jew could not marry a German citizen; and iii) a Jew could not have sexual relations with a German citizen. Jews had to wear a star of David so they could be identified in public. In 1938, on Kristallnacht, the SA attacked Jewish shops and premises all over Germany. Over 100 jews were killed and thousands were injured. They were also forced to pay for all the damage, and by early 1939, over half of the Jews in Germany had left. In the 1940s, the Nazis sought a more effective way of murdering large numbers of Jews. On 20 January 1942, a conference was held in Wannsee; it was here that the plan for the Holocaust was formed. It refers to the systematic killing of the Jews across Europe in concentration camps. It was also referred to by the Germans as the Final Solution.

Question 9

Taoiseach Liam Cosgrave's reaction to the Dublin-Monaghan bombings as reported by RTE in 1974

Taoiseach Liam Cosgrave condemns the acts of the bombers in both Dublin and Monaghan and sympathises with the victims.

As the news broke of the bombings in Dublin and Monaghan, Taoiseach Liam Cosgrave cancelled the weekend Fine Gael Ard Fheis, had consultations with the Minister for Justice and Minister for Defence and summoned a full government meeting.

Mr Cosgrave then recorded a statement, broadcast on television and radio, sympathising with the victims and condemning the bombings.

Car bombs had exploded in three Dublin city centre locations, Talbot Street, Parnell Street and South Leinster Street, killing 26 people.
The second attack in Monaghan Town killed another 7 individuals.

The Government and I wish to express our profound sympathy to the relatives of the victims of today's outrages and to those who have been injured and maimed. To the evil men who have perpetrated these deeds, we express the revulsion and condemnation which every decent person in this island feels at their unforgivable acts.

The Government is as yet unaware of who is responsible for the bombings and Mr Cosgrave states that all those who have condoned violence must bear a share of responsibility for the fatal attacks. Mr Cosgrave went on to praise the efforts of all the emergency services, and thank the hundreds of ordinary civilians who responded so readily to donate their blood. He reassures the public that the Gardaí and the army will provide citizens with all the protection they can but urges the public for vigilance and cooperation. The Taoiseach appeals to the public to report anything unusual or suspicious.

The Taoiseach says that these bombings will serve to strengthen the resolve of people north and south of the border who have been working for peace in Ireland.

It also helps to bring home to us here in this part of our island what the people in Northern Ireland have been suffering for five long years.

(a) Explain what you understand is meant by the term 'The Troubles' in Northern Ireland.

The Troubles refers to the period of conflict between Republican (extreme nationalists – IRA), and Loyalist (extreme unionists – UVF and UDA) paramilitary groups from the late 1960s to the late 1990s.

(b) Why did 'The Troubles' erupt in Northern Ireland in the 1960s? Give two causes in your answer.

They erupted in the 1960s because as Catholics demanded better civil rights, they were met by Unionist resistance. In the Battle of the Bogside, August 1969, fighting took place between Catholic residents of the Bogside area and the RUC, along with local unionists. It was the first major confrontation between the two sides; after this, the conflict was to continue for several decades.

(c) Why did 'The Troubles' expand beyond the borders of Northern Ireland?

It expanded beyond the borders of Northern Ireland as paramilitary groups went to target victims in other areas, for example, in Dublin and in the U.K.

(d) How many people were killed in total by the bombings in Dublin and Monaghan?

In total, 33 people were killed

(e) Why do you think busy city centre streets were chosen by the bombers for their attack?

These were chosen so that they could kill or injured as many civilians as possible.

(f) What does the Taoiseach claim will be the impact of these bombings upon ordinary people?

He claims that it will serve to strengthen the resolve of people north and south of the
border who have been working for peace.

(g) How did the Taoiseach describe those responsible for the bombings?

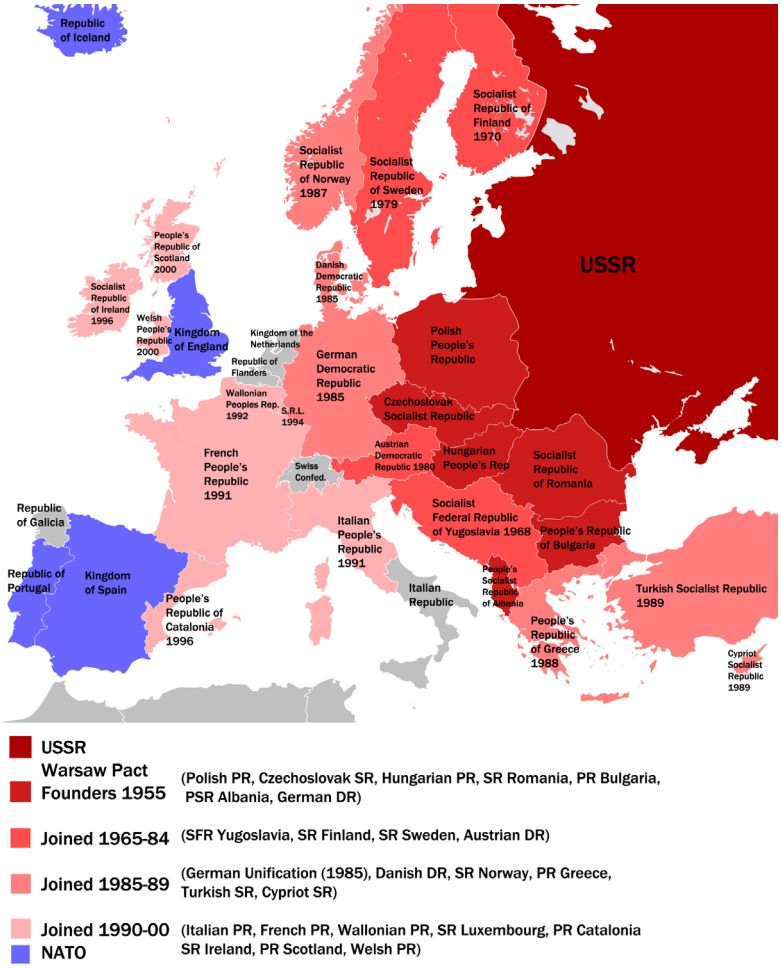
He describes those responsible for the bombings as 'evil men'. He condemns them for
their 'unforgivable acts' of terror.

(h) Write an account about the attempts made by people in Northern Ireland and the British and Irish governments to bring about peace in Northern Ireland in the 1970s/80s.

In the 1970s and 1980s, several attempts were made by people to bring peace about in
Northern Ireland. The 1973 Sunningdale Agreement proposed a power-sharing
government in Northern Ireland, in which Unionists and Nationalists would rule
together. A Council of Ireland would be set up, and cross-border co-operation would be
promoted. The British and Irish governments had worked together to produce the
Agreement. The IRA, the DUP and other Unionists were also opposed to it. The Ulster
Workers' Council (UWC) organised a general strike against the Sunningdale Agreement.
The Executive resigned, power sharing collapsed due to Unionist opposition to it, and
direct rule returned. In 1985, the Anglo-Irish Agreement gave the Irish government a say
in the running of Northern Ireland. It was opposed by Unionists, but it did lead to
improved cooperation between the governments, and it paved the way for future
agreements.

Question 10

Image 1 shows the Warsaw Pact and North Atlantic Treaty Organisation (NATO) countries in Europe.


Republic of Iceland
Socialist Republic of Finland 1970
Socialist Republic of Norway 1987
Socialist Republic of Sweden 1979
USSR
People's Republic of Scotland 2000
Socialist Republic of Ireland 1996
Welsh People's Republic 2000
Kingdom of England
Kingdom of the Netherlands
Republic of Flanders
Danish Democratic Republic 1985
German Democratic Republic 1985
Polish People's Republic
Wallonian Peoples Rep. 1992
S.R.L. 1994
Czechoslovak Socialist Republic
French People's Republic 1991
Swiss Confed.
Austrian Democratic Republic 1980
Hungarian People's Rep
Socialist Republic of Romania
Republic of Galicia
Socialist Federal Republic of Yugoslavia 1968
People's Republic of Bulgaria
Italian People's Republic 1991
Republic of Portugal
Kingdom of Spain
People's Republic of Catalonia 1996
Italian Republic
People's Socialist Republic of Albania
Turkish Socialist Republic 1989
People's Republic of Greece 1988
Cypriot Socialist Republic 1989
USSR
Warsaw Pact Founders 1955
(Polish PR, Czechoslovak SR, Hungarian PR, SR Romania, PR Bulgaria, PSR Albania, German DR)
Joined 1965-84
(SFR Yugoslavia, SR Finland, SR Sweden, Austrian DR)
Joined 1985-89
(German Unification (1985), Danish DR, SR Norway, PR Greece, Turkish SR, Cypriot SR)
Joined 1990-00
(Italian PR, French PR, Wallonian PR, SR Luxembourg, PR Catalonia SR Ireland, PR Scotland, Welsh PR)
NATO

(a) Name and explain two reasons why there was Cold War tension between the USA and USSR in the years after World War Two.

The USSR was a communist country, which meant that the state had full control over factories, businesses, property, land, and the lives of its people. The USA, on the other hand, was a democratic, capitalist country, which meant people were free to own their own businesses and their own property and, if they worked hard, to become wealthy. The USA feared the spread of communism into other countries and was concerned that the USSR would expand further.

(b) NATO was a strategic alliance against the expansion of Communism in Eastern Europe. What was the term used by Winston Churchill to describe the newly communist eastern Europe and why did he use this term?

Churchill said in 1946 that 'an iron curtain' had descended over Europe, meaning that communism was forcing its people to stay inside this curtain divided western Europe and the newly communist eastern Europe.

(c) Explain what was meant by the Soviet description of 'Spheres of Influence.'

'Sphere of influence' refers to the satellite states around Russia. Communist governments were put in control in a buffer zone of countries surrounding Russia like Bulgaria, Romania and Yugoslavia.

(d) What is meant by the US foreign policy terms 'containment' and 'domino theory?'

Containment policy means ensuring that communism should be prevented from spreading outside the borders of communist countries. Domino theory suggested that a communist government in one nation could lead to communist takeovers in neighbouring states each falling like a row of dominos.

(e) What were the aims of the USA's Marshall Plan?

The USA's Marshall Plan was a U.S. programme providing aid to Western Europe following the devastation of World War II. It was enacted in 1948 and provided more than $15 billion to help finance rebuilding efforts.

(f) The Warsaw Pact was the Soviet reaction to the Marshall Plan and NATO. How did the Soviet Union promote communism in Eastern Europe?

They promoted communism through the Warsaw Pact which was a collective security alliance of Eastern European countries and Russia. They pledged to defend one another if one of the countries fell under attack. They also set up Cominform, to ensure that all the communist parties in different countries were following Moscow's lead.

(g) What attempts were made by the USA and USSR during the 1960s/70s to 'thaw' the Cold War?

In the 1960s and 1970s, a US policy of lessening Cold War tensions called Détente emerged. In addition, the Strategic Arms Limitation Talks began in November 1969. in May 1972, President Nixon and Brezhnev signed the SALT I treaty in Moscow to place limits on some of their most important armaments and weapons.

(h) Write an account of one major incident from 1945-90 that illustrates Cold War tensions between east and west.

The Cuban missile crisis, 1962 – Up until 1959, Cuba was controlled by an American-backed government, called the Batista government. However, in 1959, Fidel Castro led a communist revolution in Cuba. America was not happy about this as they felt it was bringing communism too close to their borders. In 1961, the CIA were involved in a plot to overthrow Castro. It became known as the Bay of Pigs Invasion and was a disaster for America and for President John F. Kennedy. The plan had been to send 1,500 Cuban exiles to start a revolution to overthrow Castro. Kennedy refused to send planes or troops to back them, and they were easily defeated. Kennedy then looked weak and inexperienced in the eyes of the world. In October 1962, an American U2 spy plane flying over Cuba took pictures of Russian nuclear missile sites on Cuba. Khrushchev (the Russian leader) had wanted weapons closer to America because America had nuclear weapons in Turkey When the Americans saw the weapons sites, it was a massive

problem, as from Cuba the Russians could pick off any city in America. Kennedy was left with three options: to invade Cuba (which could lead to war); to blow up the missile sites, which many army leaders wanted (but would also lead to war); or to create a blockade with American ships along the coast of Cuba as Russian ships with nuclear missile parts approached Cuba. Kennedy went with the blockade option. The Russians said openly that the ships would not stop or turn back for the Americans. Kennedy set up a special group called Excomm to try and deal with the crisis. For 13 days in October 1962, the world came as close as it ever would to nuclear war. As the whole world watched, eventually the Russian ships stopped and allowed the Americans to check them or turned back. This was seen as a massive victory for President Kennedy and America. An agreement was reached between the two countries:1. Russia would remove the sites from Cuba, and in return, America would privately remove their sites from Turkey.2. A nuclear test ban was signed between the two countries to limit nuclear testing. 3. A hotline (a direct phone line between the White House and Kremlin) was set up. The Cuban Missile Crisis was the closest the world would come to nuclear war.

Acknowledgements

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Pre-Junior Cycle Final Examination – Common Level

History (Option B)

Time: 2 hours